

Spotlight Schools 2013-14

Executive Summaries of Spotlight Schools

New Schools 2013-14

Eau Claire Area School District, Longfellow Elementary School

CESA 10

Areas of Focus: Teaching and Learning; Family, School, and Community Partnerships

Key Descriptors:

Professional Learning Communities, Collaborative Partnerships, Response to Intervention (RtI), Continuous Improvement, School Culture, Teaching and Learning, Positive Behavior Interventions and Supports, Student Engagement, Intervention Blocks, Data-Based Decision-Making, After School Programming

Visitors to Longfellow Elementary School will observe various components of the school's RtI system, including observations of classroom instruction, intervention blocks, and collaboration meetings. They will also participate in conversations with school staff members, district Teaching and Learning staff and the Culturally Relevant Teaching Coach about the processes used.

Secondly, visitors will learn about the strategies used to find and create new partnerships with community groups and agencies and how the school nurtures established partnerships. Longfellow's Partnership Coordinator will share ideas and strategies with visiting teams for creating and maintaining their own community partnerships and highlight how these partnerships are utilized in their after school program (21st Century Community Learning Center).

Longfellow views visits from other schools as a great way to continue their own learning by collaborating with visiting teams and learning from them. Their hope is to create a mutually beneficial learning experience, both for the visiting school and Longfellow staff, by extending their Professional Learning Community practices with visiting teams.

School Website and Phone:

<http://www.ecasd.k12.wi.us/schools/elementary/longfellow/index.cfm>

3810

(715) 852-

Janesville School District, Lincoln Elementary School

CESA 2

Areas of Focus: Teaching and Learning; Leadership and Governance

Key Descriptors:

Culture/Climate, Data Driven Decision-Making, Evidence Based Leadership, Balanced Literacy Framework, Literacy Instruction, Character Education, Student Peer Mentors, Response to Intervention System (RtI), Professional Development, Professional Learning Communities, PBIS, Formative Assessments, Progress Monitoring, Universal Screening Process, Volunteering

Visitors to Lincoln Elementary School will experience a welcoming, meaningful interreaction that provides relevant ideas and strategies suitable for adaptation and long term infusion into their own curriculum and instructional plans. Each visit will emphasize two important underpinnings of Lincoln's philosophy and program:

- an evidence-based leadership system that utilizes data for vital decision making about learning and holds educators accountable for student success; and
- character-building and intrinsic motivation which create a climate for success.

During observations and follow-up interviews connected with classroom instruction, common grade level meetings and teacher leadership planning, visiting educators will verify how teachers as leaders "own" decisions about learning that impact what they do and how they do it. Administrators will have the chance to meet one-on-one with Lincoln's principal to learn about and evaluate specific techniques that can be utilized to document implementation of instructional priorities.

Student leadership through working with younger peers is an important strategy used to nurture bonds among students within a community of success. A student character assembly and follow-up "buddy group" activities will be observed. In addition, visiting team members will meet with teams of buddies to further discuss this unique and important component of building an environment for high performance. Finally, visitors will have the chance to inquire about Lincoln School's "check-in/check-out" program where older peer buddies develop leadership responsibility as they "check in" with younger partners about their behavior and academic performance.

Visitors will be asked to participate in an interactive blog managed by Lincoln's site coordinator. Established to support a continuing dialogue about improvement, it will provide an avenue for commentary, questioning and the posting of successful artifacts associated with teaching/learning and leadership. Observed Lincoln teachers will also "follow-up" with visiting staff to learn how observed strategies are modified or replicated in their own school.

School Website and Phone: <http://www.janesville.k12.wi.us/lin>

(608) 743-6705

Norwalk Ontario Wilton School District, Norwalk Ontario Wilton Elementary CESA 4

Areas of Focus: Teaching and Learning; Family, School, and Community Partnerships

Key Descriptors:

Collaborative Learning Community (CLC), Afterschool Program, Intervention Time, Response to Intervention Framework, Data Based Decision Making

Much attention has been placed on the development of Academic and Behavioral Response to Intervention plans. At Norwalk Ontario Wilson Elementary School, data-based decision making is the key component to the tiered process used. In addition to analysis of WKCE scores and leveled literacy running records, the school has purchased *Curriculum Companion* to help staff align curriculum to the Common Core. They are also exploring new curriculum based on the Common Core, and determining how Leveled Literacy interventions can be used to help all students achieve at higher levels.

Visitors to Norwalk Ontario Wilson Elementary school will observe how teachers use data to generate useful information for Tiered Intervention. More specifically, they will see

- how WKCE scores and Universal Screeners are used for data-based decision making; and
- how Tiered Intervention procedures are implemented.

Visitors will also observe how teachers use intervention time to increase student learning by:

- observing intervention time at various grade levels;
- understanding how Title I fits into intervention; and
- learning how intervention time for students of varying ability levels is structured.

The Norwalk Ontario Wilson school district fosters and encourages school/community partnerships as part of its effort to increase parent and community involvement in school-related activities. The true impetus for this relationship-building strategy was the creation of a 21st Century Community Learning Center (CLC). Partnerships have had a positive effect on students and have increased the involvement of parents--especially parents of English Language Learners.

Visitors will observe how CLC community/family partnerships enhance student academic achievement by understanding the CLC structure and how after-school activities support day-school programs. In addition, visitors will:

- gain understanding of Spanish/English Community Outreach programs and processes;
- see examples of community partnerships (e.g., Falcon Pride and the Food Pantry); and
- see examples of family activities such as Family Night and Back to School Night.

School Website and Phone: www.now.k12.wi.us

(608) 337-4420

Racine Unified School District, West Ridge Elementary School

CESA 1

Areas of Focus: Teaching and Learning; Leadership and Governance

Key Descriptors:

Teacher Collaboration, Building Community through Shared Leadership, International Baccalaureate Program, Professional Development, Continuous School Improvement, Classroom Management

West Ridge Elementary School is implementing the International Baccalaureate (IB) Primary Years Programme (PYP) and in the fall of 2013 began the Candidate Phase. This exciting program has an interdisciplinary inquiry focus that encourages full school and community participation. West Ridge also strives to incorporate project-based learning throughout many parts of the school day.

West Ridge has long enjoyed a collaborative and collegial relationship between instructional staff and administration that has resulted in higher student achievement. Staff development and teacher collaboration has led to successful implementation of sound instructional practice. Grade-level team planning incorporates data-driven discussion and utilization of the Common Core State Standards (CCSS) in literacy and mathematics. Staff members work in Professional Learning Communities to address overarching concerns that require school wide growth, including:

- addressing Reading/ELA and Math Achievement Gaps;
- improving Student Attendance, Staff Engagement, and Parent Participation/Support; and
- utilizing Culturally Relevant Pedagogy with fidelity.

Visitors to West Ridge Elementary School will observe inquiry-based instruction within the IB Primary Years Programme. They will see students strengthen their acquisition and understanding of the IB Learner Profile. While visiting, teachers will engage and collaborate with West Ridge staff while they learn about staff communication processes, school improvement strategies, International Baccalaureate implementation, and inquiry-based learning opportunities.

School Website and Phone: <http://westridge.racine.k12.wi.us/>

(262) 664-6200

Riverdale School District, Riverdale Elementary School

CESA 3

Areas of Focus: Teaching and Learning; Decision Making and Accountability

Key Descriptors:

Common Planning Time, Grade Level Teaming, Response to Intervention (RtI), Data Meetings, Data Collection and Analysis, Data Retreats, Creative Scheduling, 90 minute Reading Block, Leveled Math and Reading Groups, Flexible Grouping, Teacher Support System, Technology Integration, Amplified Classrooms, Inclusive Practices, Team Work, Professional Development.

Riverdale Elementary is committed to improving student achievement. They are excited to share their journey in becoming a multiple year winner of the WI School of Recognition Award! Visitors will observe the overall structure of Riverdale's academic program, including the daily

schedule, common planning time, data collection, data trends, and professional development opportunities. They will see how Riverdale integrates technology into instruction and the role of the *Technology Integration Specialist*, a unique role within Riverdale Elementary.

Visitors will also observe excellent team work modeled by Riverdale staff members, including common planning time, grade level data meetings, and collaboration between the building principal, pupil services staff, Title 1 staff, paraprofessionals, and classroom teachers. In addition, visitors will learn creative approaches to scheduling that allows time to provide interventions for all students. Time will be provided to allow visitors the opportunity to dialogue with school staff members.

School Website and Phone: www.riverdale.k12.wi.us

(608) 739-3101

Sparta Area School District, Lawrence-Lawson Elementary School

CESA 4

Areas of Focus: Teaching and Learning; Family, School and Community Partnerships

Key Descriptors:

Professional Learning Communities (PLC), Response to Intervention (RtI), Positive Behavioral Interventions and Support (PBIS), Intervention Blocks (PIE time), Comprehensive Literacy and Math Frameworks, Data Driven Decision Making, After School Community Learning Center (CLC), Technology Integration

Lawrence-Lawson Elementary has taken steps to improve student learning and achievement, including:

- improving literacy instruction;
- establishing a behavior framework (PBIS) that has resulted in decreased behavioral issues and increased student performance; and
- forming positive and sustainable relationships with the students and families in the Lawrence- Lawson community.

Visiting schools will observe an all school morning meeting, a literacy instruction block, an intervention block, LMC programs, and an overview of our PBIS implementation. Schools will be provided with tools and strategies to use when implementing the best practices observed at Lawrence–Lawson. There will be ample time throughout the day for discussion, questions, and answers. At the end of the school day, visiting schools will be encouraged to observe our after school Community Learning Center program. The visit will end with a reflection and survey of what the visiting schools have learned, and how Lawrence-Lawson can help ensure successful implementation of the observed practices in their schools.

School Website and Phone: <http://elementary.spartan.org/lawrence-lawson>

(608) 366-3438

Webster School District, Webster Elementary School

CESA 11

Areas of focus: Teaching and Learning; Professional Learning and Teacher Quality

Key Descriptors:

Data Driven Decision-Making for Response to Intervention and Differentiation, PLC's, Scheduled Collaboration Time, Teacher Led Professional Development focusing on Technology, Technology Rich Instruction, Family and Staff Educational Dinners, Addressing Poverty with Enrichment and Mentoring Relationships, Teacher Academy Professional Development

Visitors to Webster Elementary School will observe and gain an understanding of the steps the school has taken to provide quality instructional programs, supported by a positive school culture and climate. Webster staff will share their work in the areas of:

- the use of technology for differentiation and student engagement;
- structure and strategies used in a literacy block;
- structure and implementation of an RtI framework; and
- strategies used to address a high poverty population.

More specifically, visiting schools will observe and gain an understanding of how Webster Elementary School uses technology for differentiating lessons and engaging students. Participants will have an opportunity to see a smart board lesson, the use of netbook and iPad carts, the web-based programs used (e.g., Lexia, LEAD 21 and Math Expressions), and two computer labs.

Secondly, visitors will observe a literacy block in action, showcasing best practices. The steps necessary to replicate these practices to improve student learning will be shared. The components of the LEAD 21 curriculum and its application including the Daily 5, an intervention schedule, SPED inclusion and team teaching will also be observed.

Webster Elementary staff members will demonstrate the utilization of MAP testing and AIMSweb for universal screening, progress monitoring and benchmarking. Visitors will view the scoring process and the reports that are generated from both MAPs and AIMS web as well as receive a flash drive containing a PDF tutorial on AIMS web usage. In addition, visitors will learn the mechanics of Webster's RtI process, including their tiered intervention protocol with opportunities to observe an inclusive Daily 5 Tier 1 lesson as well as a Tier 2 small-group session conducted by the Title 1/Reading Specialist.

Finally, Webster Elementary School will share lessons learned about meeting the needs of a high poverty population. Visitors will receive two copies of the text *Teaching with Poverty in Mind* by Eric Jensen. Webster staff members will also share descriptions of FRED (Families Read Every Day) nights which include a free family meal, a parent education component and

activities for children. Visiting schools will also receive 2 copies of What Great Teachers Do Differently. Our staff is doing a Professional Learning Community (PLC) this fall.

School Website and Phone: www.webster.k12.wi.us

(715) 866-8210

Wisconsin Rapids Public Schools, Howe Elementary School

CESA 5

Areas of Focus: Teaching and Learning; Professional Development; and Teacher Quality

Key Descriptors:

Optimal Learning Model/Gradual Release of Responsibility, Reading-Writing Connection, Connected Learning Communities, Technology Integration, Positive Behavioral Intervention and Supports, Volunteer Program, Before/After School Programming, Parents and Families, Balanced Literacy, Professional Learning Communities, Common Formative Assessments, iPads for Intervention, Integrated Units of Study, Instructional Walk-throughs.

When the Optimal Learning Model (Routman, 2009) is used as an instructional framework, it supports a culture of high expectations and achievement for all students. This framework is used in all areas of instruction at Howe Elementary School. Gradually releasing the responsibility of learning to the students is facilitated through appropriate modeling, differentiated methods of guidance, and time for students to work independently. Students' movement through each level is based on multiple formative assessments. Howe has seen strong gains in the area of writing at all grade levels, whether connected to reading or integrated in any of the subject areas. Assessment tools such as instructional walkthroughs, pre- and post-assessments of students' skills, and self-efficacy surveys have shown consistent growth. When teachers are readers and writers themselves, showcasing their skills for their students, a culture of risk-taking and innovation is developed in classrooms and the school.

Teachers have learned about these powerful practices through Connected Learning Communities (Nussbaum-Beach and Hall, 2012). A variety of formats for professional learning, including professional learning communities (in person), professional learning networks (online), and communities of practice (both face-to-face and virtual), are used in this model. Although Howe is in the beginning stages of becoming more connected, great benefits have already been experienced from widening use of technology resources. For example, every classroom has access to five iPads, multiple desktop workstations, a document camera, and an interactive whiteboard. Teachers and students have used these tools to create classroom and student blogs, Skype with experts, curate student work in digital portfolios, and take virtual field trips, to name just a few examples. Collaborative teams also use Google Apps for Education, such as Drive, Sites, and Google+, to share resources and have powerful conversations around learning.

Visitors to Howe Elementary School are invited to join their community of learners with the intent of increasing instructional capacities together.

School Website and Phone: <http://www.wrps.org/schools/howe/spotlightschool.cfm>

(715) 424-6772

Continuing Schools 2013-14

Augusta Area School District, Augusta Elementary School

CESA 10

Areas of Focus: Teaching and Learning; Family, School, and Community Partnerships

Key Descriptors:

Culture/Climate, Data Driven Decision-Making, Balanced Literacy Framework, Literacy Instruction, Parents and Families, Response to Intervention System (RtI), Professional Development, Professional Learning Communities (PLCs), After School Programming, Positive Behavioral Intervention and Supports (PBIS), Leveled Literacy Instruction, Student Achievement Guarantee in Education (SAGE), Formative Assessments, Data Walls, Progress Monitoring, Universal Screening Process, College and Career Readiness, Community Collaboration, Parenting and Family Skills, Volunteering, Walk-Throughs, Parent Liaison

Visitors to our school will observe and gain an understanding of the steps we have implemented to improve student learning and achievement. Our goals for the school visits are to share the work that we have done in three areas:

- the steps taken to improve literacy instruction;
- the behavior framework that has resulted in decreased behavioral issues and increased student performance; and
- the building of positive and sustainable relationships with students and families in the Augusta community.

Our first goal is for visiting schools to develop an understanding how to improve a literacy program. They will observe a literacy instruction block, discuss best practices, and identify the steps that will assist in their implementation of a literacy intervention block. Our visitors will be able to see how we made improvements in literacy instruction, and witness best practices in classroom literacy instruction. These observations and discussions will allow visiting participants to see what practices can lead to improved literacy instruction and to determine how they can adopt and implement those practices in their own schools. They will gain insight into the entire process, from evaluating current curriculum, to analyzing the gaps in curriculum, to developing strategies for improvement.

Our second goal is for visiting participants to understand the framework we have used to implement a school wide behavior model as part of the RtI model. Visiting schools will participate in a PBIS presentation to observe the tools and strategies used to improve student

behavior and identify the steps that will assist in their implementation of PBIS. They will be provided with resources such as action plans for implementation, tools to track student behavior, strategies to re-teach behaviors, agendas for school-wide PBIS teaching days, and ideas to recognize and celebrate students who are meeting behavioral expectations.

Our third goal is to assist our visitors in understanding how we have increased and improved parent involvement. They will be able to observe the process in which parents are active partners and decision makers in the student learning process. Visiting participants will also be shown the tools and strategies used to increase family involvement, to improve communication between the school and family, and to learn about the venues in which parents are provided information about support, resources, and opportunities that are available to them in both the school and the community.

School Website and Phone: <http://augusta.k12.wi.us/es/index.html> (715) 286-3303

Bruce School District, Bruce Middle School

CESA 10

Areas of Focus: Teaching and Learning; Vision

Key Descriptors:

Curriculum Mapping/Planning, Inquiry-Based Instruction and Learning, Healthy Eating, Intervention Blocks, Reading Interventions, Leveled Literacy Instruction, Literacy Block, Read 180, Mathematics Block, Mathematics Instruction, Grading Practices, Student Achievement Guarantee in Education (SAGE), Agriculture, Online Learning, Smart Boards, Spanish, Assessment, Data Walls, Data-Based Decision-Making, Reading Assessments, Universal Screening Process, Collaboration/Planning Time, Continuous School Improvement, Professional Development, Professional Learning Communities, Scheduling Professional Learning Time, Problem-Solving Based Curriculum

Bruce is a K-12 building where shared staff work collaboratively in Professional Learning Communities supported by a unique schedule. Staff members at Bruce Middle School continually work to promote a culture of innovation and risk-taking by critically analyzing and implementing new, research-based curriculums. Visitors to Bruce Middle School will learn about the curriculum mapping process where maps are updated yearly to identify monthly content, objectives, instructional strategies, and assessments. Visitors to the school will also learn about the problem-solving-based curriculum, exploratory classes, common planning time, professional development, a school wide balanced assessment system, and the behavioral structures that support a positive learning environment

Visiting teams will learn how Bruce's vision of the middle school concept supports common planning time, exploratory classes, and behavioral expectations. Teams will observe in classrooms, meet with the principal and the school leadership team, and observe a meeting of teachers planning together.

School Website and Phone: www.bruce.k12.wi.us (715) 868-2585

Oshkosh Area School District, Washington Elementary

CESA 6

Areas of Focus: Teaching and Learning; Leadership and Governance

Key Descriptors: Comprehensive Literacy Framework, Culture/Climate, Co-Teaching/Teaching Teams, Reading Workshop, Writing Workshop, Student Achievement Guarantee in Education (SAGE), Reading Recovery, ADD+Vantage Math, Math Recovery, Math Workshop, Coaching, Collaboration/Planning Time, Structure of Action Teams for School Improvement.

Observing the Comprehensive Literacy Model that has been implemented at Washington Elementary will be a powerful experience for visitors to this school. This school wide approach not only includes a balanced literacy curriculum, but goes beyond the classroom to encompass a culture of literacy for supporting student achievement and professional development. Learning about the strategies and tools that staff implement and their impact on the literacy environment, instructional practices, and opportunities for family and community partnerships will help visiting teams better understand how to implement these practices in their own school.

Visiting teams will observe students immersed in a culture of literacy as well as have the opportunity to interact with district leadership, staff, and students. Visitors will observe teaching and learning, co-teaching models, and action team meetings working toward continuous school improvement. Most importantly, visitors will understand the necessity of making literacy a priority and how to maintain this focus over time.

Visitors will also observe math instruction being taught using a workshop approach. This approach allows teachers to provide true differentiation to all students; from intervention to gifted and talented.

School Website and Phone: <http://washington.oshkosh.k12.wi.us/> (920) 424-0190